

*MFL MarMac CSD
Annual Progress
Report*

2010-2011

READING COMPREHENSION 3rd GRADE ITBS ACHIEVEMENT SCORES

Percentage of 3rd Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
74.5	74.1	82.6

Percentage of 3rd Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	18.1	20.7	19.6
INTERMEDIATE	56.4	53.4	63.0
LOW	25.5	25.8	17.4

3rd Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language and information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Often is able to make inferences and interpret either nonliteral language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

Percentage of 3rd Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	72.4	57.6	76.2
Females	76.9	87.6	88.0

Percentage of 3rd Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	62.9	68.6	77.3
Not enrolled in Free/Reduced Lunch Program	85.7	82.6	87.5

MATHEMATICS 3rd GRADE ITBS ACHIEVEMENT SCORES

Percentage of 3rd Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
81.8	77.5	80.4

Percentage of 3rd Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	16.3	10.3	13.0
INTERMEDIATE	65.5	67.2	67.4
LOW	18.2	22.4	19.6

3rd Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually is able to use estimation methods.

Intermediate Performance Levels: Usually can understand math concepts, interpret data from graphs and tables and solve word problems. Sometimes is able to use estimation methods.

Low Performance Levels: Sometimes can understand math concepts, but seldom is able to solve word problems, use estimation methods or interpret data from graphs and tables.

Percentage of 3rd Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	86.1	80.7	81.0
Females	76.9	75.1	80.0

Percentage of 3rd Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	74.0	71.4	86.4
Not enrolled in Free/Reduced Lunch Program	89.4	86.9	75.0

The following subgroups in 3rd Grade contain less than 10 students and are not reported publicly: Students with Disabilities, Race/Ethnicity, Migrant Students, and ELL Students.

READING COMPREHENSION 4th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 4th Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
79.0	73.1	84.7

Percentage of 4th Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	21.1	20.7	22.0
INTERMEDIATE	57.9	53.4	62.7
LOW	21.1	25.8	15.3

4th Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language or information in new contexts, and can determine a selection's main ideas and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main ideas and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either nonliteral language or information in new contexts. Rarely can determine a selection's main ideas and analyze its style and structure.

Percentage of 4th Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	73.5	71.4	76.0
Females	86.8	75.1	91.2

Percentage of 4th Grade Students Enrolled in the Free/Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/Reduced Lunch Program	70.3	60.0	78.9
Not enrolled in Free/Reduced Lunch Program	86.6	85.1	95.2

Percentage of 4th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	15.4	NA	NA
Non-Disabled Students	97.8	NA	NA

MATHEMATICS 4th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 4th Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
80.7	88.4	88.3

Percentage of 4th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	14.0	19.2	20.0
INTERMEDIATE	66.7	69.2	68.3
LOW	19.3	11.5	11.7

4th Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

Intermediate Performance Levels: Usually can understand math concepts and solve word problems. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.

Low Performance Levels: Sometimes can understand math concepts, but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs and tables.

Percentage of 4th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	79.4	92.9	84.6
Females	82.6	83.3	91.2

Percentage of 4th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/Reduced Lunch Program	66.6	84.0	87.2
Not enrolled in Free/Reduced Lunch Program	93.3	92.5	90.5

Percentage of 4th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	46.2	NA	NA
Non-Disabled Students	91.0	NA	NA

The following subgroups in 4th Grade contain less than 10 students and are not reported publicly: Race/Ethnicity, Migrant Students, and ELL Students

READING COMPREHENSION 5th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 5th Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
86.3	75.5	73.6

Percentage of 5th Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	17.8	2.0	5.7
INTERMEDIATE	68.5	73.5	67.9
LOW	13.6	24.4	26.4

5th Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language and information in new contexts. Can determine a selection's main ideas and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Often is able to make inferences and interpret nonliteral language and information in new contexts. Usually can determine a selection's main ideas and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

Percentage of 5th Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	85.0	74.1	72.4
Females	87.9	77.2	75.0

Percentage of 5th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/Reduced Lunch Program	77.2	59.1	77.8
Not enrolled in Free/Reduced Lunch Program	94.8	88.9	69.2

Percentage of 5th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	NA	9.1	NA
Non-Disabled Students	NA	94.7	NA

MATHEMATICS 5th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 5th Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
80.9	75.5	69.8

Percentage of 5th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	19.2	8.2	18.9
INTERMEDIATE	61.7	67.3	50.9
LOW	19.2	24.5	30.2

5th Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods.

Intermediate Performance Levels: Usually can understand math concepts, solve word problems, and interpret data from graphs and tables. Sometimes is able to use estimation methods.

Low Performance Levels: Seldom can understand math concepts or solve word problems. Rarely is able to use estimation methods or interpret data from graphs and tables.

Percentage of 5th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	90.0	70.3	72.4
Females	69.6	81.8	66.7

Percentage of 5th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	65.7	59.0	66.7
Not enrolled in Free/Reduced Lunch Program	94.7	88.9	73.1

Percentage of 5th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	NA	9.1	NA
Non-Disabled Students	NA	94.8	NA

The following subgroups in 5th Grade contain less than 10 students and are not reported publicly: Race/Ethnicity, Migrant Students, and ELL Students

READING COMPREHENSION 6th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 6th Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
70.2	70.2	54.9

Percentage of 6th Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	12.3	10.8	5.9
INTERMEDIATE	57.9	59.4	49.0
LOW	29.9	29.7	45.1

6th Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, and can interpret nonliteral language and information in new contexts. Can determine a selection’s main ideas and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Often is able to make inferences and interpret nonliteral language or information in new contexts. Usually can determine a selection’s main ideas and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection’s main ideas and analyze its style and structure.

Percentage of 6th Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	69.9	70.8	46.4
Females	70.3	69.8	65.2

Percentage of 6th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/	47.6	58.8	44.0

Reduced Lunch Program			
Not enrolled in Free/Reduced Lunch Program	83.3	80.0	65.4

Percentage of 6th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	20.0	NA	0.0
Non-Disabled Students	80.9	NA	68.3

MATHEMATICS 6th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 6th Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
66.6	74.3	62.7

Percentage of 6th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	15.8	20.3	7.8
INTERMEDIATE	50.8	54.0	54.9
LOW	33.3	25.7	37.3

6th Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts and solves word problems. Usually is able to use estimation methods and interpret data from graphs and tables.

Intermediate Performance Levels: Usually can understand math concepts, solve word problems, and interpret data from graphs and tables. Sometimes is able to use estimation methods.

Low Performance Levels: Sometimes can understand math concepts, but seldom is able to solve word problems, use estimation methods or interpret data from graphs and tables.

Percentage of 6th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	66.6	80.5	53.6
Females	66.6	66.6	73.9

Percentage of 6th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/Reduced Lunch Program	42.8	64.8	52.0
Not enrolled in Free/Reduced Lunch Program	80.5	82.5	73.1

Percentage of 6th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	20.0	NA	10.0
Non-Disabled Students	76.7	NA	75.6

The following subgroups in 6th Grade contain less than 10 students and are not reported publicly: Race/Ethnicity, Migrant Students, and ELL Students

READING COMPREHENSION 7th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 7th Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the

intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
67.8	75.5	82.6

**Percentage of 7th Grade Students at each
ITBS Reading Comprehension Achievement Level**

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	12.5	14.1	17.4
INTERMEDIATE	55.3	61.4	65.2
LOW	32.1	24.5	17.4

7th Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, and can interpret nonliteral language and information in new contexts. Can determine a selection's main ideas and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Often is able to make inferences and interpret nonliteral language or information in new contexts. Sometimes can determine a selection's main ideas and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Rarely is able to make inferences and interpret nonliteral language or information in new contexts. Seldom can determine a selection's main ideas or analyze its style and structure.

**Percentage of 7th Grade Male and Female Students Proficient in
Reading Comprehension on the ITBS Assessment**

	2008-2009	2009-2010	2010-2011
Males	66.6	79.2	86.5
Females	68.9	71.4	78.1

**Percentage of 7th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES)
versus Not Enrolled in the Free / Reduced Lunch Program
Proficient in Reading Comprehension on the ITBS Assessment**

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	56.0	49.9	75.0
Not enrolled in Free/Reduced Lunch	77.5	91.4	90.9

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Percentage of 7th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	7.7	10.0	NA
Non-Disabled Students	86.0	89.3	NA

MATHEMATICS 7th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 7th Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
60.7	73.7	85.5

Percentage of 7th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	17.8	22.8	23.2
INTERMEDIATE	42.9	50.9	62.3
LOW	39.3	26.3	14.5

7th Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts, solves word problems, and interprets data from graphs and tables. Usually can use estimation methods.

Intermediate Performance Levels: Usually can understand math concepts, solves word problems, and interpret data from graphs and tables. Sometimes is able to use estimation methods.

Low Performance Levels: Seldom understands math concepts, solves word problems, or uses estimation methods. Sometimes is able to interpret data from graphs or tables.

Percentage of 7th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	66.6	82.7	89.2
Females	55.1	64.3	81.3

Percentage of 7th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	44.0	50.0	75.0
Not enrolled in Free/Reduced Lunch Program	74.2	88.5	97.0

Percentage of 7th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	0.0	30.0	NA
Non-Disabled Students	79.1	83.0	NA

The following subgroups in 7th Grade contain less than 10 students and are not reported publicly: Race/Ethnicity, Migrant Students, and ELL Students

READING COMPREHENSION 8th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 8th Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
79.0	63.6	70.7

Percentage of 8th Grade Students at each ITBS Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	8.0	16.3	17.2
INTERMEDIATE	71.0	47.3	53.4
LOW	21.0	36.4	29.3

8th Grade ITBS Reading Comprehension Achievement Level Descriptors

High Performance Levels: Understands factual information and new words in context, is able to make inferences, and can interpret information in new contexts. Can determine a selection's main ideas, identify its author's purpose or viewpoint, and analyze its style and structure.

Intermediate Performance Levels: Usually understands factual information and new words in context. Often is able to make inferences and interpret information in new contexts. Sometimes can determine a selection's main ideas, identify its author's purpose or viewpoint, and analyze its style and structure.

Low Performance Levels: Seldom understands factual information or new words in context. Rarely is able to make inferences or interpret information in new contexts. Seldom can determine a selection's main ideas, identify its author's purpose or viewpoint.

Percentage of 8th Grade Male and Female Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	81.4	59.2	75.0
Females	77.2	67.9	66.7

Percentage of 8th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/Reduced Lunch Program	70.8	40.8	68.2
Not enrolled in Free/Reduced Lunch Program	84.1	78.7	72.2

Percentage of 8th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	NA	8.3	NA
Non-Disabled Students	NA	79.1	NA

MATHEMATICS 8th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 8th Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
80.9	60.1	74.1

Percentage of 8th Grade Students at each ITBS Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	19.0	12.8	19.0
INTERMEDIATE	61.9	47.3	55.2
LOW	19.1	40.0	25.9

8th Grade ITBS Mathematics Achievement Level Descriptors

High Performance Levels: Understands math concepts and is able to solve word problems. Usually can use estimation methods. Is able to interpret data from graphs and tables.

Intermediate Performance Levels: Usually can understand math concepts and sometimes is able to solve word problems. Sometimes can use estimation methods and usually is able to interpret data from graphs and tables.

Low Performance Levels: Seldom can understand math concepts or solve word problems. Rarely can use estimation methods or interpret data from graphs and tables.

Percentage of 8th Grade Male and Female Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Males	82.1	55.5	78.6
Females	80.0	64.2	70.0

Percentage of 8th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	70.8	40.9	63.6
Not enrolled in Free/Reduced Lunch Program	87.2	72.8	80.6

Percentage of 8th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	NA	8.3	NA
Non-Disabled Students	NA	74.4	NA

SCIENCE 8th GRADE ITBS ACHIEVEMENT SCORES

Percentage of 8th Grade Students Proficient in Science

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITBS.

2008-2009	2009-2010	2010-2011
90.4	60.0	89.7

Percentage of 8th Grade Students at each ITBS Science Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	14.2	21.8	27.6
INTERMEDIATE	76.2	38.2	62.1
LOW	9.5	40.0	10.3

8th Grade ITBS Science Achievement Level Descriptors

High Performance Levels: Usually understands ideas related to Earth and the universe and to the life sciences. Understands ideas related to the physical sciences and is able to demonstrate the skills of scientific inquiry.

Intermediate Performance Levels: Sometimes understands ideas related to Earth and the universe, the life sciences, and the physical sciences. Often can demonstrate the skills of scientific inquiry.

Low Performance Levels: Sometimes understands ideas related to Earth and the universe but seldom understands ideas about the life sciences or the physical sciences. Rarely demonstrates the skills of inquiry.

Percentage of 8th Grade Male and Female Students Proficient in Science

	2008-2009	2009-2010	2010-2011
Males	85.7	59.2	96.4
Females	94.4	60.7	83.3

Percentage of 8th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Science

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	91.7	40.9	86.4
Not enrolled in Free/Reduced Lunch Program	89.7	72.8	91.7

Percentage of 8th Grade Students with Disabilities versus Non-Disabled Students Proficient in Science on the ITBS Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	NA	16.7	NA
Non-Disabled Students	NA	72.1	NA

The following subgroups in 8h Grade contain less than 10 students and are not reported publicly: Race/Ethnicity, Migrant Students, and ELL Students

READING COMPREHENSION 11th ITED GRADE ACHIEVEMENT SCORES

Percentage of 11th Grade Students Proficient in Reading Comprehension

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITED.

2008-2009	2009-2010	2010-2011
77.1	80.6	79.0

Percentage of 11th Grade Students at each ITED Reading Comprehension Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	8.8	14.9	9.7
INTERMEDIATE	68.3	65.7	69.3
LOW	22.8	19.4	21.0

11th Grade ITED Reading Comprehension Achievement Level Descriptors

High Performance Level: Understands stated information and ideas; infers implied meaning, draws conclusions, and interprets nonliteral language; and makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Intermediate Performance Level: Sometimes understands stated information and ideas; sometimes infers implied meaning, draws conclusions, and interprets nonliteral language; and sometimes makes generalizations from or about a text, identifies its author's purpose or viewpoint, and evaluates aspects of its style or structure.

Low Performance Level: Seldom understands stated information and ideas; rarely infers implied meaning, draws conclusions, or interprets nonliteral language; and rarely makes generalizations from or about a text, identifies its author's purpose or viewpoint, or evaluates aspects of its style or structure.

Percentage of 11th Grade Male and Female Students Proficient in Reading Comprehension on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Males	78.9	73.3	70.4
Females	75.7	86.5	85.7

Percentage of 11th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Reading Comprehension on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/Reduced Lunch Program	56.5	55.6	80.0
Not enrolled in Free/Reduced Lunch Program	85.7	89.8	78.8

Percentage of 11th Grade Students with Disabilities versus Non-Disabled Students Proficient in Reading Comprehension on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	35.3	40.0	50.0
Non-Disabled Students	88.7	87.7	84.5

MATHEMATICS 11th GRADE ITED ACHIEVEMENT SCORES

Percentage of 11th Grade Students Proficient in Mathematics

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITED.

2008-2009	2009-2010	2010-2011
78.5	80.6	71.0

Percentage of 11th Grade Students at each ITED Mathematics Achievement Level

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	22.8	13.4	11.3
INTERMEDIATE	55.7	67.2	59.7
LOW	21.5	19.4	29.0

11th Grade ITED Mathematics Achievement Level Descriptors

High Performance Level: Makes inferences with quantitative information and solves a variety of quantitative reasoning problems; usually applies math concepts and procedures.

Intermediate Performance Level: Sometimes applies math concepts and procedures, makes inferences with quantitative information, and solves a variety of quantitative reasoning problems.

Low Performance Level: Seldom applies math concepts and procedures, makes inferences with quantitative information, or solves quantitative reasoning problems.

Percentage of 11th Grade Male and Female Students Proficient in Mathematics on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Males	81.6	83.3	59.2
Females	75.5	78.4	79.9

Percentage of 11th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Mathematics on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	47.7	61.1	73.4
Not enrolled in Free/Reduced Lunch Program	91.1	87.8	70.3

Percentage of 11th Grade Students with Disabilities versus Non-Disabled Students Proficient in Mathematics on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	41.2	60.0	10.0
Non-Disabled Students	88.8	84.2	82.7

SCIENCE 11th GRADE ITED ACHIEVEMENT SCORES

Percentage of 11th Grade Students Proficient in Science

Proficiency means the combined percentage of students in the intermediate and high achievement levels on the ITED.

2008-2009	2009-2010	2010-2011
84.8	76.1	82.3

**Percentage of 11th Grade Students at each
ITED Science Achievement Level**

ACHIEVEMENT LEVEL	2008-2009	2009-2010	2010-2011
HIGH	19.0	19.4	9.7
INTERMEDIATE	65.8	56.7	72.6
LOW	15.2	23.9	17.8

11th Grade ITED Science Achievement Level Descriptors

High Performance Level: Makes inferences and predictions from data, recognizes the rationale for and limitations of scientific procedures, and usually judges the relevance and adequacy of information.

Intermediate Performance Level: Sometimes makes inferences and predictions from data, judges the relevance and adequacy of information, and recognizes the rationale for and limitations of scientific procedures.

Low Performance Level: Rarely makes inferences or predictions from data, judges the relevance and adequacy of information, or recognizes the rationale for and limitations of scientific procedures.

Percentage of 11th Grade Male and Female Students Proficient in Science on the ITED

	2008-2009	2009-2010	2010-2011
Males	84.3	73.3	74.1
Females	85.4	78.4	88.6

Percentage of 11th Grade Students Enrolled in the Free / Reduced Lunch Program (Low SES) versus Not Enrolled in the Free / Reduced Lunch Program Proficient in Science

	2008-2009	2009-2010	2010-2011
Enrolled in Free/ Reduced Lunch Program	69.5	66.7	80.0
Not enrolled in Free/Reduced Lunch Program	91.2	79.6	83.0

Percentage of 11th Grade Students with Disabilities versus Non-Disabled Students Proficient in Science on the ITED Assessment

	2008-2009	2009-2010	2010-2011
Students with Disabilities	52.9	20.0	30.0
Non-Disabled Students	93.5	86.0	92.3

The following subgroups in 11th Grade contain less than 10 students and are not reported publicly: Race/Ethnicity, Migrant Students, and ELL Students

**2010-2011 ITBS and ITED
LOCAL STUDENT ACHIEVEMENT DATA
COMPARED WITH AEA 1, STATE, AND NATION**

Information found on the website:

<https://www.edinfo.state.ia.us/data/aprchart.asp?s=44190000>

	Local Percentage of 3rd Grade Students Proficient	AEA 1 Percentage of 3rd Grade Students Proficient	State Percentage of 3rd Grade Students Proficient	Nation Percentage of 3rd Grade Students Proficient
Grade 3 Reading Comprehension	82.61	79.33	77.32	NA
Grade 3 Math Total	80.43	80.79	77.7	NA
Grade 3 Science	86.96	85.95	81.59	NA

	Local Percentage of 4 th Grade Students Proficient	AEA 1 Percentage of 4 th Grade Students Proficient	State Percentage of 4 th Grade Students Proficient	Nation Percentage of 4 th Grade Students Proficient
Grade 4 Reading Comprehension	84.48	83.37	81.58	60.0
Grade 4 Math Total	88.14	85.63	81.34	60.0
Grade 4 Science	88.13	86.03	82.45	60.0

	Local Percentage of 5 th Grade Students Proficient	AEA 1 Percentage of 5 th Grade Students Proficient	State Percentage of 5 th Grade Students Proficient	Nation Percentage of 5 th Grade Students Proficient
Grade 5 Reading Comprehension	73.08	81.59	79.85	NA
Grade 5 Math Total	69.23	82.16	79.41	NA
Grade 5 Science	78.85	83.65	81.84	NA

	Local Percentage of 6 th Grade Students Proficient	AEA 1 Percentage of 6 th Grade Students Proficient	State Percentage of 6 th Grade Students Proficient	Nation Percentage of 6 th Grade Students Proficient
Grade 6 Reading Comprehension	58.6	70.93	69.12	NA
Grade 6 Math Total	64.15	77.05	74.22	NA
Grade 6 Science	78.44	79.5	75.64	NA

	Local Percentage of 7 th Grade Students Proficient	AEA 1 Percentage of 7 th Grade Students Proficient	State Percentage of 7 th Grade Students Proficient	Nation Percentage of 7 th Grade Students Proficient
Grade 7 Reading Comprehension	82.61	75.76	74.0	NA
Grade 7 Math Total	85.51	82.35	78.93	NA
Grade 7 Science	85.5	84.23	82.72	NA

	Local Percentage of 8 th Grade Students Proficient	AEA 1 Percentage of 8 th Grade Students Proficient	State Percentage of 8 th Grade Students Proficient	Nation Percentage of 8 th Grade Students Proficient
Grade 8 Reading Comprehension	70.69	75.43	74.35	60
Grade 8 Math Total	74.14	79.92	76.46	60
Grade 8 Science	89.66	86.28	83.53	60

	Local Percentage of 11 th Grade Students Proficient	AEA 1 Percentage of 11 th Grade Students Proficient	State Percentage of 11 th Grade Students Proficient	Nation Percentage of 11 th Grade Students Proficient
Grade 11 Reading Comprehension	79.03	79.49	76.77	60
Grade 11 Math Total	70.97	80.33	76.41	60
Grade 11 Science	82.26	84.68	81.32	60

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2010-2011**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

MFL MarMac CSD uses this assessment in kindergarten-sixth grade to identify students' areas of strength and weakness in phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. The following skills are assessed and reported:

Initial Sound Fluency: The ability to give correct beginning sounds in words.

Letter Naming Fluency: The ability to identify letters.

Phoneme Segmentation Fluency: The ability to give the individual sounds that make up words.

Nonsense Word Fluency: The ability to read and pronounce words or the sounds that are in the words.

Oral Reading Fluency: A timed oral reading on three passages to measure the student's rate of words per minute.

Retelling Fluency: The ability to retell a story immediately after reading the passage.

KINDERGARTEN

Assessment	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Initial Sound Fluency	8	11.8	25	24.7		
Letter Naming Fluency	8	17	27	37.6	40	41.7
Phoneme Segmentation Fluency			18	32	35	43.7
Nonsense Word Fluency			13	27.6	25	27.9

1st GRADE

Assessment	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Letter Naming Fluency	37	40.2				
Phoneme Segmentation Fluency	35	50.4	35	60.1	35	55.5
Nonsense Word Fluency	24	35.8	50	50.5	50	55.5
Oral Reading Fluency Words Per Minute			20	37.4	40	56.4
Retelling Fluency			10	20.1	20	27

**DISTRICT-WIDE MULTIPLE ASSESSMENT DATA
2010-2011**

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

2nd GRADE

Assessment	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Nonsense Word Fluency	50	54.4				
Oral Reading Fluency Words Per Minute	44	53.5	68	51	90	91.5
Retelling Fluency	22	24.2	34	26.9	45	44

3rd GRADE

Assessment	Fall Goal	Fall Results	Winter Goal	Winter Results	Spring Goal	Spring Results
Oral Reading Fluency WPM	77	83.7	92	75.4	110	115
Retelling Fluency	38	38.9	46	39.5	55	48.8

4th GRADE

Assessment	Fall Goal	Fall Results	Spring Goal	Spring Results
Oral Reading Fluency WPM	93	90.9	118	109.6
Retelling Fluency	46	36.4	59	53.2

5th GRADE

Assessment	Fall Goal	Fall Results	Spring Goal	Spring Results
Oral Reading Fluency WPM	104	107.9	124	117.9
Retelling Fluency	52	54.8	62	56.6

6th GRADE

Assessment	Fall Goal	Fall Results	Spring Goal	Spring Results
Oral Reading Fluency WPM	109	116.8	125	113.7
Retelling Fluency	55	60.9	63	58.3

DISTRICT-WIDE MULTIPLE ASSESSMENT DATA

Math Probes Grades 1- 5

**All students in grade 1 through 5 are given the math assessment in the fall and the spring. First through fourth grade students are allowed two minutes for the test. Students in fifth grade test are allowed four minutes. The tests are scored on the basis of how many digits a students identifies correctly in a problem. For example, if the answer is 121 and the student puts 101, the student would receive credit for having 2 digits correct.

2010-2011

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	7.1	12.4	24.3
2	7.8	12.5	18.1	22.5
3	16.2	23.7	30.7	39.1
4	21.2	24.0	34.7	36.9
**5	73.8	57.4	83.6	79.7

2009-2010

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	4.12	12.4	24.33
2	7.8	12.1	18.1	23.2
3	16.2	26.1	30.7	36.6
4	21.2	23.2	34.7	38.7
**5 (scores do not include IEP students)	73.8	75.4	83.6	99.0

2008-2009

Grade Level	Grade Level Norms Fall	Grade Level Average Fall	Grade Level Norms Spring	Grade Level Average Spring
1	3.1	5.5	12.4	24.6
2	7.8	10.43	18.1	22.18
3	16.2	21.19	30.7	36.84
4	21.2	21.29	34.7	37.65
**5	73.8	63.96	83.6	108.43

DISTRICT-WIDE MULTIPLE ASSESSMENT DATA

6th Grade Algebra Aptitude Assessment

All sixth grade students are administered the Algebra Aptitude Test. This assessment measures students' ability to interpret mathematical information that is presented in graphs or text, to translate problems from English to algebraic symbols, to find formulas for numerical relationships, and to understand the important symbols of algebra. The assessment data helps the math teachers and counselor to place students in future math courses.

2010-2011

	Total 6 th Grade Class	6 th grade Females	6 th grade Males	6 th grade Students with IEPs	6 th grade Students without IEPs
Percentage of 6 th grade students PROFICIENT Scoring 48-100%	50.0	58.3	43.3	0	65.9
Percentage of 6 th grade students NOT PROFICIENT, Scoring 0-47%	50.0	41.7	56.7	100	34.1

2009-2010

	Total 6 th Grade Class	6 th grade Females	6 th grade Males	6 th grade Students with IEPs	6 th grade Students without IEPs
Percentage of 6 th grade students PROFICIENT Scoring 48-100%	68.6	61.3	74.4	20.0	72.3
Percentage of 6 th grade students NOT PROFICIENT, Scoring 0-47%	31.4	38.7	25.6	80.0	27.7

2008-2009

	Total 6 th Grade Class	6 th grade Females	6 th grade Males	6 th grade Students with IEPs	6 th grade Students without IEPs
Percentage of 6 th grade students PROFICIENT Scoring 48-100%	56.9	57.1	56.7	0.0	70.2
Percentage of 6 th grade students NOT PROFICIENT, Scoring 0-47%	43.1	42.9	43.3	100.0	29.8

DISTRICT-WIDE MULTIPLE ASSESSMENT DATA

8th Grade General Math Aptitude Assessment

The 8th grade math test is given to all 8th grade students in the spring to measure students' aptitude in general math. Concepts cover adding, subtracting, multiplying, division, fractions, decimals, rounding, and word problems. The assessment data helps the math teachers and counselors to place students in future math courses.

2010-2011

	Total 8 th Grade Class	8 th grade Females	8 th grade Males	8 th grade Students with IEPs	8 th grade Students without IEPs
Percentage of 8 th grade students PROFICIENT Scoring 60-100%	61.0	60.0	62.0	9.0	73.0
Percentage of 8 th grade students NOT PROFICIENT, Scoring 0-59%	39.0	40.0	38.0	91.0	27.0

2009-2010

	Total 8 th Grade Class <small>*The test was not administered to IEP students for this school year only</small>	8 th grade Females	8 th grade Males	8 th grade Students with IEPs	8 th grade Students without IEPs
Percentage of 8 th grade students PROFICIENT Scoring 60-100%	39.2	46.2	29.2	NA	NA
Percentage of 8 th grade students NOT PROFICIENT, Scoring 0-59%	60.8	53.8	70.8	NA	NA

2008-2009

	Total 8 th Grade Class	8 th grade Females	8 th grade Males	8 th grade Students with IEPs	8 th grade Students without IEPs
Percentage of 8 th grade students PROFICIENT Scoring 60-100%	72.1	68.8	75.9	16.7	78.1
Percentage of 8 th grade students NOT PROFICIENT, Scoring 0-59%	27.9	31.3	24.1	83.3	21.8

DISTRICT-WIDE MULTIPLE ASSESSMENT DATA

Stanford 10 Diagnostic Assessment

Starting in 2008, MFL MarMac High School began using the Stanford 10 Diagnostic Assessment to analyze students' progress in the areas of reading comprehension, mathematics, science and more. The chart below shows the percentage of students at grade level or above on each subtest for the past two years.

11th Grade

	2011	2010	2011	2010	2011	2010
	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher
Reading Comprehension	91	86.7	86	92.3	90	100
Mathematics	57.7	58.1	54.5	60.7	60	55.9
Science	72	72.6	57	75.0	83	52.2
Social Studies	54.7	57.4	56.5	53.6	53.3	60.6

10th Grade

	2011	2010	2011	2010	2011	2010
	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher
Reading Comprehension	95.8	96.5	91.7	91.3	100	100
Mathematics	83	60.0	84	50.0	82.1	65.7
Science	92	83.3	100	90.0	85	78.1
Social Studies	77.4	68.9	95.8	77.3	62.1	71.4

9th Grade

	2011	2010	2011	2010	2011	2010
	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>all</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>male</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher	Percentage of <u>female</u> students who scored 40% or higher
Reading Comprehension	88	100	80	100	96	100
Mathematics	58	80.7	56	80.0	59	81.3
Science	73	82.5	76	88.0	70	78.1
Social Studies	61	89.1	56	88.5	69	82.8

**READING, MATHEMATICS, AND SCIENCE
ANNUAL PROGRESS REPORT
LONG RANGE IMPROVEMENT GOALS**

2009-2014 CSIP Long Range Goals

- Goal 1: All K-12 students will increase proficiency in reading comprehension.
 Goal 2: All K-12 students will increase proficiency in mathematics.
 Goal 3: All K-12 students will increase in proficiency in science.

Board Goal #1 (Student Achievement)

Provide programs which will assist students in the primary curriculum areas of the language arts, math, science, and social studies, developing healthy lifestyles, preparation for the world of work, continuing education, and the Iowa 280.18 student achievement areas and employability skills.

Long Range Improvement Goal 1.1

The class scores for all students in grades 4, 8, and 11 will be at or above the 40th PR in reading comprehension, math, and science total scores using the National Student Norms on the ITBS / ITED as indicated on the Report of System Averages.

**2010-2011 ITBS/ ITED Testing Results
National Percentile Ranking**

	Reading	Math	Science
4th Grade	72	75	74
8th Grade	59	65	73
11th Grade	60	58	64

Long Range Improvement Goal 1.2

The percent of students achieving at the average and above average (at least a NPR of 40) using the National Student Norms on the ITBS / ITED using the Group Narrative Summary will meet or exceed 75% in reading comprehension, math, and science.

**2010-2011 ITBS / ITED Testing Results
Percent of Students Achieving Proficiency**

	Reading	Math	Science
4th Grade	84.7	88.3	88.3
8th Grade	70.7	74.1	89.7
11th Grade	79.0	71.0	82.3

ANNUAL IMPROVEMENT GOALS FOR 2010-2011

Reading:

- a. In 2010-2011, Grade 9 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITED than Grade 8 full academic year students in 2009-2010.
- b. In 2010-2011, Grade 11 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITED than Grade 10 full academic year students in 2009-2010.
- c. In 2010-2011, Grades 4, 5, 6, 7, 8, 9, and 11 full academic year Low SES students will have a greater percentage of students proficient on the reading comprehension subtest of the ITBS/ITED than Grades 3, 4, 5, 6, 7, 8, and 10 full academic year Low SES students in 2009-2010.

Mathematics:

- a. In 2010-2011, Grades 6 and 9 full academic year students will have a greater percentage of students proficient on the mathematics total subtest of the ITBS/ITED than full academic year students in Grades 5 and 8 in 2009-2010.
- b. In 2010-2011, Grade 11 full academic year students will have a greater percentage of students proficient on the mathematics total subtest of the ITED than full academic year students in Grade 11 in 2009-2010.
- c. In 2010-2011, Grades 4, 6, 7, 8, 9, and 11 full academic year Low SES students will have a greater percentage of students proficient on the mathematics subtest of the ITBS/ITED than Grades 3, 5, 6, 7, 8, and 10 full academic year Low SES students in 2009-2010.

Science:

- a. In 2010-2011, Grade 9 Low SES students will have a greater percentage of students proficient on the science subtest of the ITED than Low SES students in Grade 8 in 2009-2010.

ANNUAL IMPROVEMENT GOALS DATA ANALYSIS

Reading Goal A

The MFL MarMac School District did not meet its Annual Improvement Goal for reading for Grade 9 full academic year students. Grade 9 students did not do better than their Grade 8 performance.

ITBS/ITED Reading Comprehension Proficiency	Percentage of FAY Students Proficient
Grade 7 2008-2009	71.2
Grade 8 2009-2010	65.4
Grade 9 2010-2011	63.5

Reading Goal Corrective Actions for Goal A

The high school language arts department will identify students who need to be enrolled in Second Chance Reading, a course designed to help non-proficient readers learn and practice reading comprehension strategies. The teachers will also provide additional opportunities to analyze paragraph constructions. The department will add emphasis on non-fiction passages to help students understand the strategies needed to comprehend and analyze the literature. Finally, teacher will have students work collaboratively to analyze reading materials and incorporate more differentiated instruction.

Reading Goal B

The MFL MarMac School District met its Annual Improvement Goal for reading for full academic year students in grade 11.

ITED Reading Comprehension Proficiency	2009-2010 FAY Students Proficient	2010-2011 FAY Students Proficient
Grade 10 to Grade11	68.9	81.8

Reading Goal C

The MFL MarMac School District met 85% of its Annual Improvement Goal for reading for full academic year Low SES students in Grades 4, 5, 6, 7, 8, 8, and 11. Grade 6 was the only grade level where students did not increase the percentage of students proficient from the previous year.

ITBS/ITED Reading Comprehension Proficiency	2009-2010 FAY Low SES Students Proficient	2010-2011 FAY Low SES Students Proficient
Grade 3 to Grade 4	70.6	80.6
Grade 4 to Grade 5	60.9	78.3
Grade 5 to Grade 6	59.1	41.7
Grade 6 to Grade 7	60.6	75.8
Grade 7 to Grade 8	50.0	66.7
Grade 8 to Grade 9	45.0	52.4
Grade 10 to Grade 11	72.2	84.6

Reading Goal Corrective Actions for Goal C

In order to meet the needs of the district's low-socioeconomic students, teachers will focus on increasing students' vocabulary repertoire with the use of word walls across the curriculum and subject areas, provide the opportunity for students to utilize E-books and books on CD, and have students create vocabulary skits. Also, teachers will continue to use graphic organizers and other balanced literacy strategies.

Mathematics Goal A

The MFL MarMac School District met fifty percent its Annual Improvement Goal for math at Grades 6 and 9. Students at Grade 6 did not increase the percentage of student proficient from the previous year, but students at Grade 9 did increase the percentage of students proficient from the previous year.

ITBS/ITED Math Proficiency	2009-2010 FAY Students Proficient	2010-2011 FAY Students Proficient
Grade 5 to Grade 6	75.0	63.9
Grade 8 to Grade 9	61.6	69.2

Mathematics Goal Corrective Actions for Math Goal A

Teachers will increase the use of formative and summative assessments to help monitor students' progress. The district will continue to purchase and implement the mathematical program, ALEKS, to help students practice and achieve proficiency goals.

Mathematics Goal B

The MFL MarMac School District did not meet its Annual Improvement Goal for math. Grade 11 full academic year students did not have a greater percentage of students proficient than the full academic year 11h grade students from the previous year.

ITED Math Proficiency	2009-2010 FAY Students Proficient	2010-2011 FAY Students Proficient
Grade 11	79.3	72.7

Mathematics Goal Corrective Actions for Math Goal B

At the high school, teachers will capitalize on our district's integration of an 1-to-1 laptop policy, which will increase student engagement. Teachers will continue to implement the district's new curriculum, focusing on problem-based learning.

Mathematics Goal C

The MFL MarMac School District did not meet its Annual Improvement Goal for math for Grade 6 full academic year Low SES students. The district did make the goal at Grades 4, 7, 8, 9 and 11.

ITBS/ITED Math Proficiency	2009-2010 FAY Low SES Students Proficient	2010-2011 FAY Low SES Students Proficient
Grade 3 to Grade 4	73.5	86.5
Grade 5 to Grade 6	59.1	50.0
Grade 6 to Grade 7	66.7	72.7
Grade 7 to Grade 8	55.6	61.1
Grade 8 to Grade 9	45.0	61.9
Grade 10 to Grade 11	77.8	84.6

Mathematics Goal Corrective Actions for Math Goal C

The district will continue to designate professional development throughout the school year in the hopes to help, encourage, and improve achievement for students of low socioeconomic status. Teachers will increase the use of technology in lessons to improve student engagement.

Science Goal

The MFL MarMac School District met its Annual Improvement Goal for science at the 9th grade level for low SES students. Grade 9 had more students proficient than the year before.

ITBS/ITED Science Proficiency	2009-2010 FAY Low SES Students Proficient	2010-2011 Low SES Students Proficient
Grade 8 to Grade 9	45.0	61.9

2011-2012 Annual Improvement Goals

Reading Annual Goals

- a. In 2011-2012, Grades 6, 7, 9, and 10 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITBS/ITED than Grades 5, 6, 8, and 9 full academic year students in 2010-11.
- b. In 2011-2012, Grade 11 full academic year students will have a greater percentage of students proficient on the reading comprehension subtest of the ITED than Grade 11 full academic year students in 2010-2011.
- c. In 2011-2012, Grades 7 and 10 full academic year Low SES students will have a greater percentage of students proficient on the reading comprehension subtest of the ITBS/ITED than Grades 6 and 9 full academic year Low SES students in 2010-2011.

Math Annual Goals

- a. In 2011-2012, Grades 6, 7, 9, and 10 full academic year students will have a greater percentage of students proficient on the mathematics subtest of the ITBS/ITED than Grades 5, 6, 8, and 9 full academic year students in 2010-2011.
- b. In 2011-2012, Grade 11 full academic year students will have a greater percentage of students proficient on the mathematics subtest of the ITED than Grade 11 full academic year students in 2010-2011.
- c. In 2011-2012, Grades 6, 7, 8, 9 and 10 full academic year Low SES students will have a greater percentage of students proficient on the mathematics subtest of the ITBS/ITED than Grades 5, 6, 7, 8 and 9 full academic year Low SES students in 2010-2011.

Science Annual Goal

- a. In 2011-2012, Grade 10 full academic year students will have a greater percentage of students proficient on the science subtest of the ITED than Grade 9 full academic year students in 2010-2011.

DROPOUT DATA FOR GRADES 7-12 IN 2009-2010

2009-2010	Percentage of Students Considered Dropouts in Grades 7-12
Total Population	1.03
Females	.48
Males	1.65
Students with an IEP	2.86
Whites	1.04
Black	NA
Hispanic	NA
American Indian/ Alaskan Native	NA
Asian/Pacific Islander	NA
Other/Multiple Races	NA

POST-SECONDARY DATA GRADUATING CLASS OF 2011

Percentage of all high school seniors who intend to pursue post-secondary education or training	80
Percentage of high school students grades 9-12 who took the ACT assessment and achieved a score 20 or higher during the 2010-2011 school year	61.64
Percentage of high school seniors who completed a core program of four years of English and three or more years each of mathematics, science, and social studies.	100

GRADUATION RATE

Percentage of students who graduated from MFL MarMac High School with a diploma for the 2009 school year	96.84
State average graduation rate for 2009	87.21

The graduation rate is defined as the number of students receiving a diploma divided by the estimated number of students present as 9th graders. The high school graduates collected through the spring Project EASIER data collection is defined as diploma recipients. Diploma recipients are those students completing unmodified graduation requirements, as well as, those students completing modified graduation requirements due to alternate placement or modification in accordance with a disability.

Not included are "other completers" defined as graduates who have finished the high school program, but did not earn a diploma. These students may earn a certificate of attendance or other credential in lieu of a diploma.

AVERAGE DAILY ATTENDANCE

K-8 MFL MarMac CSD average daily attendance for 2008-09	95.41
K-8 state average daily attendance for 2008-09	95.84
K-12 MFL MarMac CSD average daily attendance for 2008-09	94.74
K-12 state average daily attendance goal for 2008-09	95.09

Other Locally Determined Indicators

Annual Improvement Goal 1.4:

Each class on average will progress at least one grade level annually.

ITBS/ITED Iowa Grade Equivalent Assessment Results for Reading Comprehension

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2010-2011
2nd	NA	2.5
3rd	2.5	3.3
4th	3.4	4.5
5th	4.1	4.7
6th	4.5	5.2
7th	6.2	7.7
8th	7.0	7.9
9th	7.4	8.0

ITBS/ITED Iowa Grade Equivalent Assessment Results for Mathematics

Current Grade Levels	Grade Equivalent from last year	Grade Equivalent 2010-2011
2nd	NA	1.9
3rd	2.0	3.2
4th	3.1	4.4
5th	4.4	5.3
6th	4.8	5.5
7th	6.5	7.8
8th	7.3	8.3
9th	7.0	8.1

Annual Improvement Goal 1.5:

Annually there will be less middle school discipline referral forms than the year before as reported by the middle school principal.

School Year	Number of Discipline Referrals
2008-2009	36
2009-2010	53
2010-2011	55

Progress with Early Intervention Goals

The district's early intervention goal is to meet class size reduction standards set by the state. In order to do this we hired additional teaching and associate staff, who focus on helping students in grades K-5 with the reading curriculum.

Schools in Need of Assistance

The MFL MarMac Community School District has zero buildings identified in need of improvement.

Zero percent of MFL MarMac Community School District buildings are in need of improvement.